



Service Coordination Guide

Pennsylvania Early Intervention Programs

Welcome to Early Intervention!

As a Service Coordinator (SC) your role is integral to Early Intervention (EI). We hope this guide will give you the resources you need to perform your job responsibilities. Of course, this guide does not encompass everything you will need to know. It will serve as a starting point for your development and growth as an SC. You may also use the guide as a point of reference to go back to as you support children and families.

This is a general guide for the Early Intervention process for Service Coordinators. Local EI program specific guidelines and processes may vary based on the uniqueness of the program.

Each section will have basic information about the topic to get you started. At the end of each section there is a list of suggested EITA courses, job aids and resources that will enhance your knowledge further. Many resources can be found on the EITA Portal or PaTTAN website.

SC supervisors may also find the information in this guide helpful. As a supervisor you can use this guide to support SCs and guide them as they grow in their role.

Appendix A contains questions for SCs to use as a self-reflection. Use these as you go through the guide to reflect upon your knowledge and capture your thoughts as well as questions you may have for your supervisor.

Appendix B shows you how to access courses, job aids on the EITA portal. The professional development page on the EITA portal gives you access to online courses and job aids. In addition to trainings the [EITA portal](#) houses a multitude of resources. It can be accessed at <http://www.eita-pa.org>. In addition, this Appendix also includes ways to access EI publications and forms on the PaTTAN website www.pattan.net.

Table of Contents

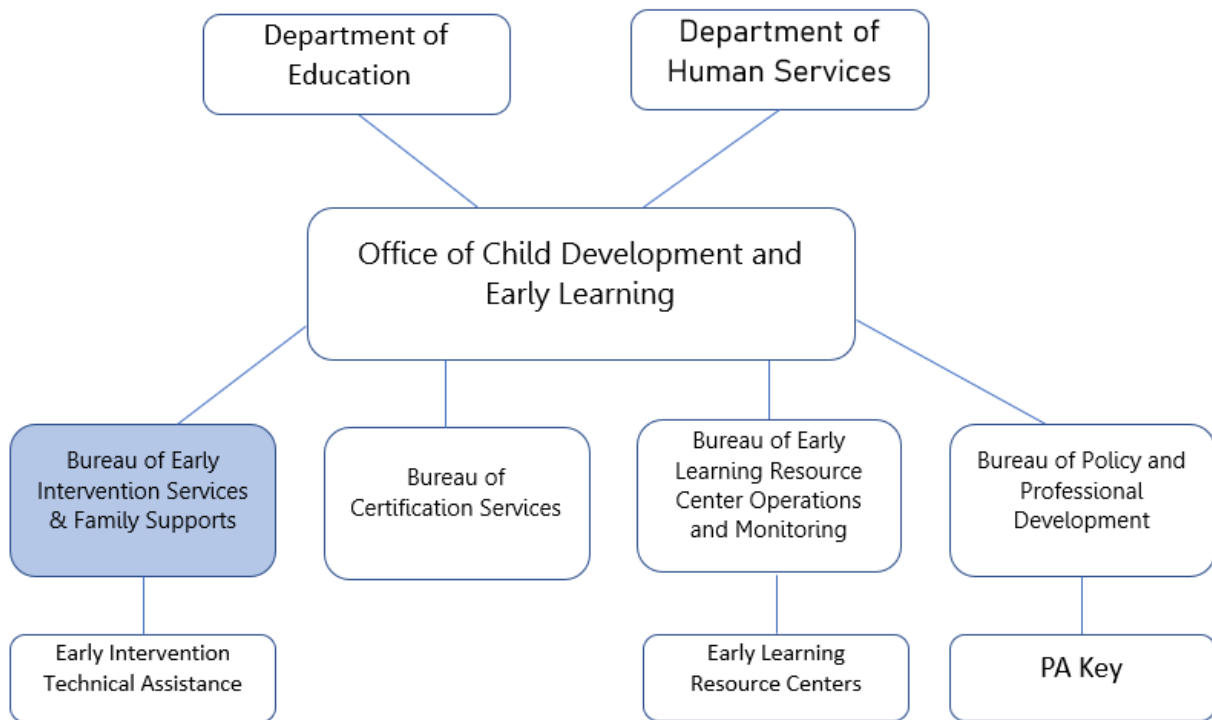
Welcome to Early Intervention!	1
Overview of the Office of Child Development and Early Learning.....	3
What is EI?	5
What is Service Coordination?	7
Pennsylvania’s EI Service Delivery Model.....	9
The Early Intervention Process	11
Procedural Safeguards	12
Initial Contact/ Home Visit	13
Multidisciplinary Evaluation	15
Individualized Family Service Plan.....	17
At-Risk Tracking.....	19
EI Service and Supports	20
Family Support Programs.....	22
Transition.....	23
HCSIS-PELICAN-EI	25
Verification Process	26
Local Program Determinations:	26
Funding.....	27
Appendix A.....	29
Appendix B.....	36

Overview of the Office of Child Development and Early Learning

As a SC, it is important for you to understand the oversight of the statewide EI program. OCDEL, through the Bureau of Early Intervention Services and Family Supports (BEISFS) oversees the EI program. OCDEL is governed by Pennsylvania Department of Human Services and the Department of Education.

There are other Bureaus under OCDEL that you will hear about as you start working in EI.

A brief description of the Bureaus is on the following page.



Bureau of Early Intervention Services and Family Supports

BEISFS oversees the Early Intervention (EI) program for infants, toddlers, and preschool children from birth to the age of beginners with developmental delays and disabilities and their families through their work with local EI programs. Additionally, BEISFS administers family support programs that strengthen families, reduce risk, and increase early learning opportunities for children.

Family Support Programs include Evidence Based Home Visiting (EBHV) Programs such as Nurse Family Partnership, Early Head Start, Family Check-Up for Children, Parents as Teachers, SafeCare Augmented and Healthy Families America, as well as Family Centers. All programs are not offered in every county, so talk to your supervisor about which resources are available to the families you serve.

Bureau of Policy and Professional Development (BPPD)

The Bureau of Policy and Professional Development develops and implements standards for early learning programs and professionals to improve the quality of early learning for our young children and provides financial supports and technical assistance for programs and professionals.

Bureau of Early Learning Resource Center Operations and Monitoring

The Bureau of Early Learning Resource Center Operations provides direct support to Early Learning Resources Centers managing Child Care Works (subsidized childcare program) and Keystone STARS through program coaching and instruction on all fiscal, programmatic, and system requirements.

Bureau of Certification Services

The Bureau of Certification Services has the responsibility to license all the Pennsylvania childcare centers, group childcare homes, and family childcare homes. Certification staff are based in five regional offices, as well as the headquarters staff who work in Harrisburg. The Bureau investigates complaints of regulatory allegations at a certified childcare program and investigates complaints of illegally operating facilities.

Training and Technical Assistance through OCDEL

OCDEL also contracts with two primary business partners to support OCDEL programs and services:

Early Intervention Technical Assistance (EITA)

EITA provides statewide training and technical assistance on behalf of OCDEL. The primary recipients of EITA training and technical assistance are the local Infant/Toddler and Preschool EI programs that provide supports and services to children birth to school age with developmental delays and/or disabilities and their families. EITA also supports local agencies that provide home visiting and family support services to children birth to school age and their caregivers. EITA is part of the Pennsylvania Training and Technical Assistance Network (PaTTAN). EITA works most closely with BEISFS.

Pennsylvania Key

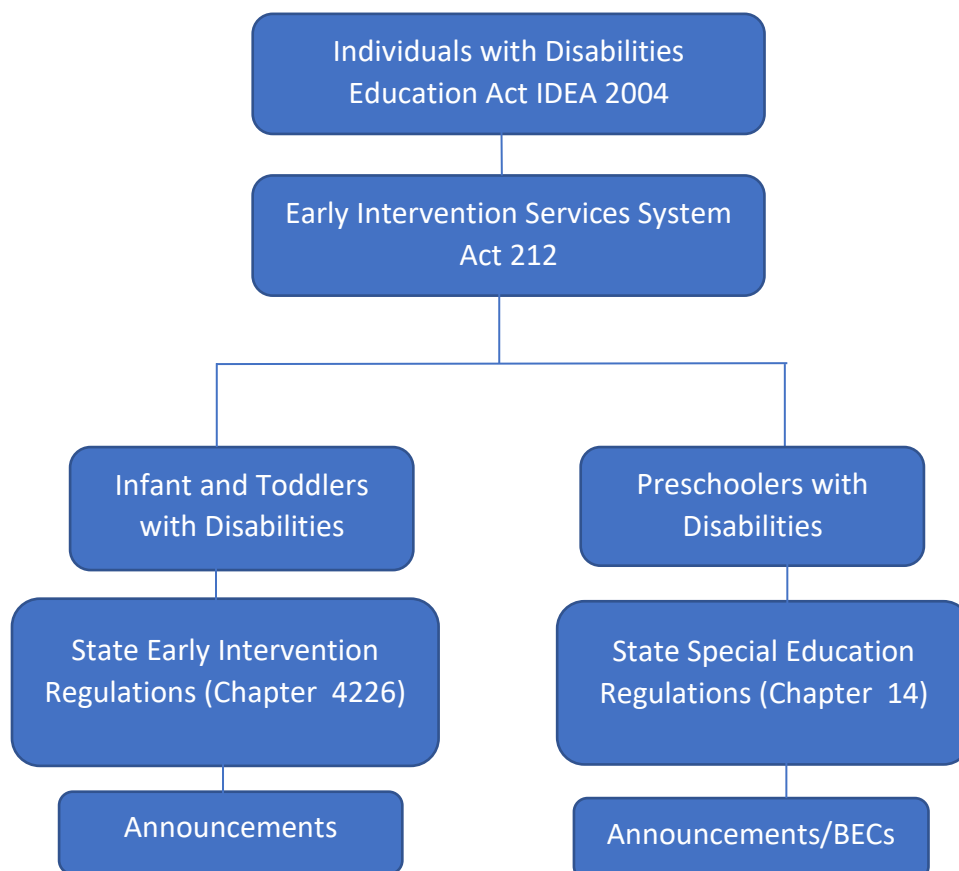
The Pennsylvania Key works with OCDEL to provide statewide leadership in the development of an integrated and coordinated system of program quality improvements and professional development supports for early childhood education (ECE) programs.

What is EI?

Early Intervention (EI) in Pennsylvania consists of coaching supports designed to help families with children who have developmental delays or disabilities. EI promotes collaboration among families, EI service personnel/providers, and ECE professionals involved with a child.

Early Intervention Laws

In Pennsylvania, EI is governed by federal and state statutes and regulations. Announcements, which are issued by OCDEL are created to provide clarification and guidance to the federal and state regulations. Basic Education Circulars (BECs) are provided by the PA Department of Education to provide guidance on the implementation of the law, regulation, and policy.



Resources:

Category	Title
Courses	<ul style="list-style-type: none"><li data-bbox="526 302 943 331">• Early Intervention Orientation<li data-bbox="526 359 1317 436">• Foundations: IFSP: Laws & Regulations, Documentation and Developing Outcomes
EITA Mobile	<ul style="list-style-type: none"><li data-bbox="526 493 1224 527">• Tools and Resources>Early Intervention Acronyms

What is Service Coordination?

Pennsylvania has a dedicated Service Coordination model, meaning Service Coordinators (SC) serve as the single point of contact for families regarding their EI services. You are responsible for assisting families in accessing needed EI services, coordinating, and monitoring those services, as well as assisting the family in obtaining other services or assistance as needed.

More information about these responsibilities can be found in OCDEL Announcement EI-18 #01. It is important for you to read this announcement to understand your responsibilities.

SCs are required by regulation to have certain pre-service training, along with required annual training which also needs entered into the EI Provider Registry. These trainings are intended to support your work in EI, as well as your ongoing professional development.

The [infographic](#) on the following page highlights Knowledge and Skills for Service Coordinators as written by the National SC Leadership Institute Group through the Division for Early Childhood and IDEA Infant Toddler Coordinators Association. It highlights the components of high-quality Service Coordination and provides information that can assist Service Coordinators and their Supervisors in identifying areas of strength and areas for improvement in job performance.

Resources:

Category	Title
Job Aids	<ul style="list-style-type: none">• Individualizing Service Coordination Services• Service Coordination Documentation• Annual Training Series for Infant Toddler EI Professionals
OCDEL Announcement	<ul style="list-style-type: none">• EI-18 #01: Infant/Toddler Early Intervention Service Coordination

Knowledge and Skills for Service Coordinators

A common set of knowledge and skills of Part C, Early Intervention (EI) service coordinators to recognize their unique and specialized role.

Why Were They Developed?

To provide awareness of the foundational knowledge and skills that are necessary for quality service coordination in early intervention.

How Were They Developed?

Through a multi-year, multi-phase process, the National SC Leadership Institute Group, in partnership with the Division for Early Childhood (DEC) and the IDEA Infant and Toddler Coordinators Association (ITCA) collaborated to develop and approve clear guidance for the necessary knowledge and skills for EI service coordinators.



What Are The KSSC?

1. Infant & Toddler Development

Knowledge in this area includes factors that contribute to development; such as family context, relationships, culture, socio-economic considerations, environment and experiences to guide learning within natural environments.



2. Family-Centered Practices

The ability to respect and support the distinctive qualities of each family, recognizing the family as the teacher, support, decisionmaker and advocate for their child.



3. Leadership/Teaming

The ability to be an effective leader by building professional, supportive partnerships with families; collaborating and teaming with IFSP team members and engaging with a variety of community partners.



4. Coordination of Services

The ability to coordinate and monitor the timely delivery of identified evidence-based early intervention services.



5. Transition

Implementing smooth and effective transition plans with the family that identify events, activities and processes associated with key changes between environments or programs during the early childhood years.



6. Professionalism

The ability to use personal and professional boundaries, flexibility, resiliency, time management, dependability and by engaging in ongoing professional development.



Who Can Use the KSSC?

Service coordinators, administrators/program directors, state level professional development providers, faculty, preservice students and families will all benefit from the KSSC.

How Can The KSSC Be Used?

The KSSC are intended to enhance and augment personnel preparation, preservice training, and inservice professional growth and development.



Citation: Workgroup on Recommended Knowledge and Skills for Service Coordinators (RKSSC), National Service Coordination Leadership Institute Group. (2020). Knowledge and Skills for Service Coordination. Retrieved from <https://tinyurl.com/KSSC-8-12-20Final>

Pennsylvania's EI Service Delivery Model

EI provides coaching supports and services to infants/toddlers and preschool age children with disabilities and their family and caregivers to help their child grow and develop. Service delivery aligns with a set of core principles that include providing services that are evidence-based and individualized, embedding meaningful and functional outcomes, and working collaboratively with the family, caregivers, and ECE professionals.

OCDEL Announcement EI-20-03 *Early Intervention Service Delivery: Coaching Across Settings* outlines the expectations for how services are to be delivered in Pennsylvania. The announcement applies to all children in all settings. It identifies that a multi-year implementation process utilizing an Implementation Science framework will be utilized. The importance of research-informed and evidence-based practices, and the need for consistency and fidelity in the delivery of services are key messages of the announcement and critical components to successful implementation.

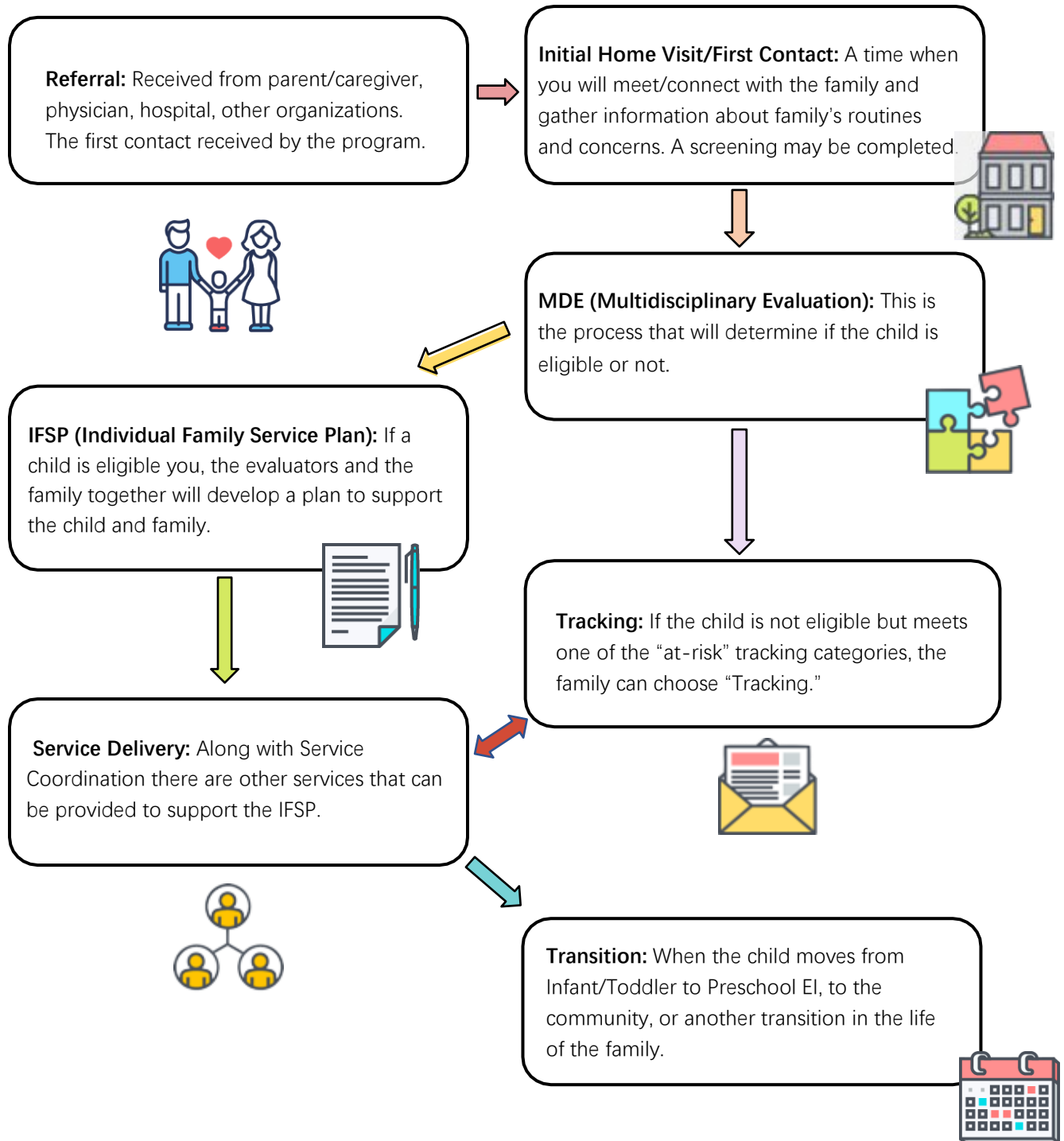
It is important for you to understand the EI principles as you work with families. You should use the *Early Intervention Supports and Services: Facts for Families* publication or tool on EITA mobile when explaining EI services and supports to families.

Resources:

Category	Title
Courses	<ul style="list-style-type: none"> • EI Service Delivery Course: Coaching Across Settings • Family Guided Routines Based Services (FGRBI) • Foundations: Partnering to Build Family Capacity • Foundations: Family Centered Services
Job Aids	<ul style="list-style-type: none"> • Cultural Humility • Toward Cultural Competence
EITA Mobile	<ul style="list-style-type: none"> • Tools and Resources>Service Coordination> EI Principles for Service Coordinators • Tools and Resources>Coaching> EI Principles
Family Resources	<ul style="list-style-type: none"> • EITA Mobile>Family Focused Tools>Facts for Families
OCDEL Announcements	<ul style="list-style-type: none"> • EI 20-#03 Early Intervention Service Delivery: Coaching Across Settings
Other	<ul style="list-style-type: none"> • Coaching Across Settings (Topic of Interest page on the EITA Portal) • Coaching Corner Newsletter • Publication: Principles of Early Intervention in Pennsylvania • Publication: Early Intervention Supports and Services: Facts for Families • SC Resource Tracking Sheet (for SC Supervisors)

The Early Intervention Process

The Early Intervention process has several stages. You are considered the facilitator for the family to assure that they understand each step in the process. This graphic provides an overview of the EI process. As you move through this guide you will see more information about each step in the process. Keep in mind that this process can vary and is unique to each family.



Procedural Safeguards

Procedural Safeguards are intended to protect the interests and rights of families and their child. For families to be fully informed of their rights, they must also understand their role as partners and decision makers in the EI process. You are responsible for explaining these rights to families.

For you to discuss information with families on procedural safeguards, you must also become familiar with the variety of procedural safeguards available to families. Procedural safeguards include confidentiality, accessing child records, notice to parents, parent consent, surrogate parent, and dispute resolution options. The legal foundations for procedural safeguards can be found in BEISFS Announcements.

Procedural safeguard should be shared during the initial home visit/initial contact with families and throughout the EI [process. As a reminder, two documents related to procedural safeguards that are to be shared with families are:

1. The Family’s Introduction to Early Intervention
2. Problem-Solving in EI brochure. This publication is intended to help parents of children receiving Early Intervention to understand their procedural safeguards, parent rights and how to problem solve when they have concerns about their child's Early Intervention program. <https://www.pattan.net/Publications/Problem-Solving-in-Early-Intervention>.

Resources:

Category	Title
Courses	<ul style="list-style-type: none"> • Early Intervention Orientation
Job Aids on the EITA Portal PD Page	<ul style="list-style-type: none"> • Confidentiality • Infant Toddler Procedural Safeguards • Office for Dispute Resolution (ODR) Overview • Annual Training Series for Infant Toddler EI Professionals
EITA Mobile	<ul style="list-style-type: none"> • Tools and Resources>Service Coordination> Infant Toddler Procedural Safeguards
Family Resources	<ul style="list-style-type: none"> • Publication: Problem Solving in Early Intervention
Announcements	<ul style="list-style-type: none"> • EI-12 #03 - Confidentiality, Parent Consent and Surrogate Parents • EI-11 #01 – IDEA Early Intervention Complaint Procedures • EI-12 # 05 - Mediation, Due Process, and IFSP Facilitation Procedures for Infant/Toddler Early Intervention

Initial Contact/ Home Visit

The initial contact/home visit is a critical first step in developing a relationship between you and the family. In addition to building rapport and explaining the EI process, you begin to learn the family's priorities for their child and hear how the family likes to learn about and share information. It sets the stage for the essential participation, collaboration and problem-solving that maximizes the EI experience for the family.

During the initial contact/home visit with families, you may conduct a screening of the child's development with the family. The Ages and Stages Questionnaire (ASQ) is the recommended screening tool to be utilized by the EI Program. At times, an alternative tool to the ASQ may be required. You must obtain written consent before conducting the screening using the Parent's Rights Agreement (PRA).

In addition, the initial contact/home visit with the family initiates the development of the family assessment, a critical component in the Multi-disciplinary Evaluation (MDE) process. The family assessment helps identify individualized routines and activities in the family's life that will be the foundation for how strategies can be embedded into the child's natural environment.

You will also discuss the EI service delivery model in Pennsylvania. There is an expectation for you to use the Facts for Families resource on EITA Mobile when talking with families. Facts for Families goes through how EI recognizes families and caregivers as a child's first teachers and goes through a series of brief Q&As regarding how children learn best through everyday activities, natural learning opportunities and why those are important. The Early Intervention Supports and Services: Facts for Families publication can also be shared with families.

You will also talk and explain to families' procedural safeguards, maintaining child information in an electronic information management system, as well as funding for EI services. Information on these topics can be found in more detail in additional sections within this guide

The initial contact/home visit can be an overwhelming experience for families; therefore, you should be mindful of the amount of material given to families at the first meeting. In addition to discussing the EI service delivery model, you should review and provide copies of the following:

1. A Family's Guide to Early Intervention
2. Parent to Parent brochure <https://www.parenttoparent.org/rack-card/>
3. Annotated Evaluation Report (ER) and Annotated Individualized Family Service Plan (IFSP) forms
4. Problem-Solving in EI brochure

Resources:

Category	Title
Courses	<ul style="list-style-type: none"> • EI Orientation Course • Foundations: Family Centered Services • Annual Training Series for Infant Toddler EI Professionals
EITA Mobile	<ul style="list-style-type: none"> • Tools and Resources>Coaching> PA EI Principles for Service Coordinators • Tools and Resources>Service Coordination>Infant Toddler Procedural Safeguards • Tools and Resources>Service Coordination> SC Checklist for MA • Tools and Resources>Service Coordination>ITF Waiver Checklist
Family Resources	<ul style="list-style-type: none"> • EITA Mobile: Family Focused Tools>Facts for Families • EITA Mobile: Family Focused Tools>MA Talking Points • Publication: A Family's Introduction to Early Intervention Services in Pennsylvania • Publication: Parent to Parent brochure • Publication: Bureau of Early Intervention Services Family Resources • Publication: Understanding Early Intervention Data Systems.
Other	<ul style="list-style-type: none"> • Screening, Assessment, and Evaluation (Topic of Interest page on the EITA Portal) • EI Form: Parents Rights Agreement (PRA) – Original and Annotated Form • EI Form: Evaluation Report (ER) and Individualized Family Service Plan (IFSP) - Original and Annotation • Parent to Parent Video

Multidisciplinary Evaluation

Following the initial contact, the Multidisciplinary Evaluation process (MDE) is conducted by a multidisciplinary team that gathers essential information for EI eligibility determination and program planning. The MDE includes a family assessment, which when coupled with a formalized evaluation process, determines the strengths, and needs of the child and family, as well as recommendations for the family to consider for their child. The process results in an evaluation report (ER), which documents eligibility for EI based on developmental delay and/or disability.

Your role is essential in continuing to guide the family through the process and in explaining the roles of each member of the team as they contribute information. If the child is eligible for EI services, the family may move forward with developing outcomes/goals in an IFSP based on the team's recommendations.

If the child is not eligible for EI Services, you may make recommendations for community supports and services that may assist the child and family; you can make any referrals that will help the family to access these supports. Also, the family may choose to participate in at-risk tracking if the child meets tracking criteria. While the child may not be eligible for EI services at this time, families should be informed they can re-contact the EI program at any time if the circumstances of their child's development change.

Resources:

Category	Title
Courses	<ul style="list-style-type: none"> • Social Emotional Evaluation for Early Intervention
Job Aids	<ul style="list-style-type: none"> • Early Intervention Eligibility in Pennsylvania • Eligibility and Assessment Job Aid Series • Norm and Criterion-Referenced Assessments • Purposes of Child Assessment in Early Intervention • Using Informed Clinical Opinion to Determine Eligibility for Infant-Toddler Early Intervention in Pennsylvania • Developmental Assessment of Young Children, Second Edition • Devereux Early Childhood Assessment Webinar Series • Diagnosed Physical or Mental Conditions with High Probability of Delay
EITA Mobile	<ul style="list-style-type: none"> • Tools and Resources > Eligibility > Eligibility for EI • Tools and Resources > Eligibility > Torticollis Decision Tree • Tools and Resources > Eligibility > Standard Bell Curve • Tools and Resources > Eligibility > Informed Clinical Opinion
OCDEL Announcements	<ul style="list-style-type: none"> • EI 13-#08: Eligibility for Infant/Toddler and Preschool Early Intervention • EI 12-#01: Screening, Evaluation, and Assessment in Early Intervention
Other	<ul style="list-style-type: none"> • EI Form: Evaluation Report - Original and Annotation • Screening, Assessment, and Evaluation (EITA Portal Topic of Interest page)

Individualized Family Service Plan

Following a determination of eligibility for EI, the team develops an Individualized Family Service Plan (IFSP) to document the outcomes for the child and family. The IFSP lists the EI services and supports that will best address the outcomes and describe when, where how and by whom those services and supports will be delivered.

You are the key facilitator in this process for developing functional and meaningful outcomes. Outcome development is a collaborative effort among Early Intervention professionals and families. This process begins with gathering information about the child, family, and caregivers. The information-gathering process will reflect the uniqueness of the child, family, and caregivers and identify strengths, resources, concerns, and priorities. The outcomes should be routines-based and related to the child's participation in family and community activities. It should also reflect the family's culture, values, and beliefs.

The IFSP assures families a predictable process for discussing and documenting the child's and family's changing needs and progress toward the outcomes. As a SC, you will be also responsible for sharing progress information with families. You must be well-acquainted with each of the steps and be able to address questions or concerns that the family may have and offer individualized resources to the family as needed, including both formal and informal community resources that are essential during and after the family's EI experience.

You should also be familiar with the Early Childhood Outcomes (ECO) developed by the U.S. Department of Education. These outcomes are used by all states for children receiving EI. While the IFSP contains outcomes written specifically for a child and family, there are three Early Child Outcomes that BEISFS uses to look at the effectiveness of EI services for all children across the state. You should have a basic understanding of this process and be able to explain the process to families.

Resources:

Category	Title
Job Aids	<ul style="list-style-type: none">• Writing High Quality IFSP Outcomes and IEP Goals• Developing Meaningful Goals and Outcomes• Individualizing Service Coordination Services
EITA Mobile	<ul style="list-style-type: none">• Tools and Resources>IFSP/IEP Planning> High Quality Outcome and Goal Statements• Tools and Resources>IFSP/IEP Planning>Special Considerations
Family Resources	<ul style="list-style-type: none">• Family Focused Tools > Facts for Families• Publication: Family Tip Sheet Understanding Early Childhood Outcomes
Other	<ul style="list-style-type: none">• EI Form: Individualized Family Service Plan (IFSP) - Original and Annotated

At-Risk Tracking

Not all children are determined eligible to receive EI Services. Some children may be considered "at-risk" for a developmental delay and may be eligible for at-risk tracking. If a child meets at least one of the at-risk categories below, that child is eligible for tracking.

- Birth weight under 1,500 grams
- Cared for in a neonatal intensive care unit
- Affected by prenatal substance exposure, including alcohol
- Referred by Children, Youth & Families
- Affected by an elevated lead level
- Experiencing homelessness
- *County follow-up* (each local Early Intervention program does this differently. Ask your supervisor for more information)

You will develop a tracking plan with the family to capture the frequency of follow-up (no less than every three months) and the method (mail or in-person). If at any time a concern arises, you can initiate an evaluation to *re-determine eligibility for services*.

If a child is eligible for EI and meets one of these criteria, the family may choose to enroll the child into tracking and not EI services. The family may also change their mind and choose to enroll in services.

Resources:

Category	Title
OCDEL Announcements	<ul style="list-style-type: none"> • EI 12-#01- Screening, Evaluation, and Assessment in Early Intervention • EI-14-#01- At-Risk tracking for Infants and Toddlers Experiencing Homelessness • EI 22-#01- Lead Exposure in Infants/Toddlers and Preschoolers
Other	<ul style="list-style-type: none"> • Screening, Assessment & Evaluation topic of interest page (Topic of interest page on EITA Portal) • Developmental Milestones web object (Professionals page on EITA Portal)

EI Service and Supports

Pennsylvania has a long-standing commitment to support the inclusion of infants, toddlers, and young children as active members in early childhood programs and community settings. The goal is for children with disabilities and/or developmental delays to participate and succeed in the same learning environments with their same age peers. EI provides supports to the child and family in settings that are consistent with the needs of the child and family, builds upon the natural learning occurring in those first few years and is individualized to enhance the child's growing and learning. EI supports and services shall be provided in the child's natural environment and embedded within the routines of the child and family.

Service Coordination is one service provided to infant, toddlers, and families in EI, in addition to the coaching supports provided by other professionals, such as the occupational therapist, speech therapist, physical therapist, special instructor, hearing or vision specialist, etc. These professionals are sometimes referred to as "Early Interventionists".

Support and assistance through service coordination services is a valuable resource in the lives of infant, toddlers, and their families. You should be familiar with the available EI services in your county program as well as other community services available for families such as play groups, story times, and other community events/services for young children. You will look at the family as a whole and provide any additional resources the family may need; local groups or organizations that provide services such as food, shelter, diapers, clothing, mental health services and other needs. In addition, part of your role is to assure that the family has provider choice in their EI provider, is connected with the services that meet the needs of their child and to monitor the delivery of these services (frequency, location, routines-based).

It is important to become familiar with non-EI support and the other existing state programs and services including OMHSAS (Office of Mental Health and Substance Abuse Services), ODP (Office of Developmental Programs), Children and Youth Services (CYS), etc.

There are required timelines for service delivery that you must know and follow:

- Eligibility must be determined and services in place for eligible children within 45 days of referral being received.
- Services must be in place and delivered within 14 days of the IFSP meeting
- ECO data must be entered within 60 days from the IFSP meeting and within 60 days before exit from EI by a designated EI provider on the team.

Resources:

Category	Title
Courses	<ul style="list-style-type: none"> • EI Service Delivery Course: Coaching Across Settings • FGRBI (Family Guided Routines Based Services) Course • Collaborating for Inclusive Classroom Practices in Early Childhood: Focus on Attitudes & Beliefs • Collaborating for Inclusive Classroom Practices in Early Childhood: Building Relationships to Support All Children • Collaborating for Inclusive Classroom Practices in Early Childhood: Working Together
Job Aids	<ul style="list-style-type: none"> • Developing Meaningful Goals and Outcomes
EITA Mobile	<ul style="list-style-type: none"> • Tools and Resources>IFSP/IEP Planning>High Quality Outcome and Goal Statements
Family Resources	<ul style="list-style-type: none"> • EITA Mobile>Family Focused Tools>Facts for Families
OCDEL Announcements	<ul style="list-style-type: none"> • DS-03- Inclusion of All Children in Early Childhood Education Programs in Pennsylvania • ELS-EI 06-04 – Natural Environments

Family Support Programs

Family Support Programs help families access a broad array of supports and services, including formal supports (such as Evidence-Based Home Visiting (EBHV) and parenting classes), informal supports (such as providing resources and connecting families to services in the communities), and a community system of services that promote the well-being of families and their children. Such services can take many different forms depending on the strengths and needs of the family, but their overarching goal is to help parents or caregivers enhance skills and resolve problems to promote optimal child development. [A map of Family Support programs](#) by county is available on the Professionals page of the EITA Portal.

Evidence-Based Home Visiting (EBHV) is a prevention and intervention strategy that connects pregnant and new caregivers with nurses, mental health clinicians, parent educators, and other trained professionals for a diverse array of intensive support services. For caregivers who opt into these support services, home visitors regularly travel to the caregivers' homes or another natural learning environment to provide the tools, guidance, and support necessary to raise a healthy family. Because home visiting is a service delivery strategy, individual programs, their goals, and their evidence base can differ dramatically. These programs vary with respect to the age of the child, eligibility criteria of the family, range of services offered, intensity and frequency of home visits, and content of the curriculum used in the program but programs. Individual programs should be responsive to the needs of the community they serve. All home visiting programs are based on the belief that services delivered in a family's natural learning environment will have a positive impact and altering parenting practices can have long-term benefits for child development. OCDEL utilizes the [Home Visiting Evidence of Effectiveness \(HomVEE\) list](#) for approved EBHV models (those with a green check box).

Resources:

Category	Title
Other	<ul style="list-style-type: none"> • EITA Portal>Professionals Page>The Pennsylvania Family Support Resources>Interactive map • Home Visiting Evidence of Effectiveness list

Transition

Transition is a process rather than a specific event and is an important conversation for you to begin early with a family and to continue to review and monitor along the way, especially as the child approaches age 3. By including the family from the beginning and encouraging their participation throughout the transition process, the family is better equipped to support the growth and development of their child long after their exit from infant toddler services. Transition planning provides important anticipatory guidance, as families make decisions for their child that include individualized activities and strategies to ensure developmental success and inclusion in the community. EI teams facilitate and provide support to children and families in a variety of transitions, including transitions to home, an Early Childhood Environment (ECE) or community setting. In addition, EI can assist families in adjusting to informal transitions, changes, or stresses that may impact their lives.

There are required timelines for transition to preschool EI that you must know and follow:

- The transition plan shall be developed not fewer than 90 days and, at the discretion of all parties, not more than 9 months before the toddler's third birthday; the plan should be updated at least quarterly.
- The transition meeting shall be conducted not fewer than 90 days and, at the discretion of all parties, not more than 9 months before the toddler's third birthday
- In an instance in which the child is exiting the Infant/Toddler EI program prior to this timeline -- for example, when the child is no longer eligible for Early Intervention services -- you should arrange a planning meeting with the team no later than fifteen (15) calendar days after the determination of ineligibility has been made to discuss concerns, issues, or linkages to community services and supports.

Resources:

Category	Title
Courses	<ul style="list-style-type: none">• Foundations: IFSP: Developing Transition Plans• Annual Training Series for Infant Toddler EI Professionals
Job Aids	<ul style="list-style-type: none">• EI Transitions• Successful Partnerships in Transition: We All Have a Role!• Similarities and Distinctions between IT and PS Early Intervention Programs• Supporting Families: Charting the Life Course• Tools to Ease Transition
Family Resources	<ul style="list-style-type: none">• Supporting Families: Charting the Life Course• Publication: Supporting Families Through the Transition Process from Infant/Toddler EI to Preschool EI
OCDEL Announcements	<ul style="list-style-type: none">• EI 13-#01: Transition of Toddlers to Preschool or Other Community Services

HCSIS-PELICAN-EI

Pennsylvania uses a web-based case management system on the HCSIS platform called Pennsylvania Enterprise Linking Children Across Networks – Early Intervention (PELICAN-EI). PELICAN-EI is the system where child records, including Evaluations and Individual Family Service Plans (IFSPs) are maintained and documented.

As the SC, you will also inform the family of Early Intervention’s electronic information management systems that are used to maintain individual child records, which is explained in the publication: *Understanding Early Intervention Data Systems*. Child information is collected by the child’s IFSP/IEP team to allow for effective program management and accountability. It also allows for a smooth exchange of information when a child transitions from one program to another, as the child’s record may be shared quickly with a new program (with parental consent). Child information contained in the information management systems is kept confidential and only authorized persons will have access to the records.

Your agency will provide you with the appropriate roles and scopes within PELICAN-EI, and to an account for the Learning Management System (LMS). The LMS contains documents that give instructions and provide information on how to use PELICAN-EI. There are Process Guides, which give step by step instruction on completing activities within PELICAN-EI, Reference Guides, which provide additional information about modules with PELICAN-EI, and other valuable reference materials. The link for the LMS is found on the [Welcome to HCSIS](#) landing page.

Resources:

Category	Title
Family Resources	<ul style="list-style-type: none">Publication: Understanding Early Intervention Data Systems
Other	<ul style="list-style-type: none">HCSIS landing page: Learning Management System (LMS)

Verification Process

Each local EI program participates in a Verification process every four years with the BEISFS. This process monitors your local program for compliance with federal and state regulations and areas for quality improvement. There are seven areas reviewed during Verification and include the following activities: data reviews, review of policies, individual child record reviews, and observations of service delivery, evaluations, and IFSP meetings.

Once the verification is completed and the Verification Report is issued, the local program develops a Quality Enhancement Plan (QEP) that focuses on the correction of noncompliance, as well as activities to enhance program quality. Validation of any non-compliance identified during the Verification is conducted by BEISFS staff to ensure all areas of non-compliance are corrected within required timelines.

Talk with your supervisor for more details on your role or what is expected of you prior to, during or after the Verification process is completed in your local program. There may be times throughout the process where records for one or more of the children and families you support are reviewed. You may be observed or asked a few questions during a plan meeting or service delivery.

Local Program Determinations:

The federal Office of Special Education Programs (OSEP) requires that each state measure and report program performance based on key indicators identified in the Individuals with Disabilities Education Act (IDEA). The local program performance determination process ensures that all children and families in Pennsylvania who may need EI are fully protected and served in a timely, effective manner. The following are just a few examples of data that are used in your EI program's determination report:

- Family survey data
- PELICAN-EI data
- Records of staff qualifications and clearances
- Local program numbers of complaints, mediations, and due processes

A Determination Letter and Program Report are issued annually to each local Infant/Toddler and Preschool EI program outlining the outcomes assessed and data elements used. Following the issuance of the local program Determination Letter, Infant/Toddler and Preschool EI programs must address all noncompliance and any quality improvement activities identified.

Talk with your supervisor about your role in this process.

Funding

The majority of funding for EI services is provided by state funding allocated to local Infant/Toddler EI programs. Federal funding is also provided through IDEA, Part C, EI Medical Assistance, Infants, Toddlers, and Families (ITF) Medicaid Waiver. Each local Infant/Toddler EI program is also required to have a local county match of 10% of the state funds used for the delivery of EI services. These are the funding streams for services that vary between programs.

Federal/State: Medical Assistance

- Pays for all EI services (except EI special instruction)

Federal Infant, Toddlers and Family Waiver (ITF Waiver)

- Federal match on state funds
- Covers special instruction
- Children must meet the criteria for eligibility

State/Local: Early Intervention Funds

- All EI eligible children are eligible for funds
- Used for children not eligible for MA or ITF Waiver
- 90% state funds with 10% county match
- Covers all EI services including special instruction

Payor of Last Resort

- Unless otherwise permitted or mandated by federal law, state Early Intervention funds are not to be used to satisfy a financial commitment for EI services if another public or private funding source is available to pay for the services.
- Services on the IFSP may not be denied or delayed because another public or private funding source, including Medicaid, is unavailable.

There are a variety of different resources available for you to review when talking with families about funding for EI.

[Service Coordination Checklist for Providing Information to Families about Medical Assistance:](#) This document provides guidance to Infant Toddler Early Intervention Service Coordinators on discussing enrollment in Pennsylvania's Medical Assistance program with families. In addition, this infographic about [Applying for Medicaid for a Child with a Disability](#) can be given to families to assist them in applying for MA.

Resources:

Category	Title
EITA Mobile	<ul style="list-style-type: none">• Tools and Resources>Service Coordination>ITF Waiver Checklist• Tools and Resources>Service Coordination>SC Checklist for MA
Family Resources	<ul style="list-style-type: none">• EITA Mobile - Family Focused Tools>MA Talking Points
OCDEL Announcements	<ul style="list-style-type: none">• EI 13-02 – Pennsylvania System of Payment

Appendix A

- Appendix A contains questions for self-reflection. Use these as you go through the guide to reflect upon your knowledge and capture your thoughts as well as questions you may have for your supervisor.

What is Early Intervention?

- How do you explain Early Intervention to families?

What is Service Coordination?

- What motivated you to pursue a position as a Service Coordinator?
- When a friend or family member asks about your new job, how do you describe EI to them?
- Meet with at least 2 Service Coordinators to discuss what their role is, how they organize their day and what their priorities are.
- What are the skills and strengths you bring to the role?

- What makes an effective Service Coordinator?
- Who can help you grow as a Service Coordinator?
- What responsibilities or activities of your role are unclear? Where do you feel you need extra support?

El Principles

- What are some ways in which you can support the whole family?
- How do you explain services and support to families?

El Process

- The El Process can be very complex, and families can move back and forth and between various stages of the El Process. What questions do you still have about the process?

Initial Contact/Initial Home Visit

- Talk to another Service Coordinator and ask them how they plan in their schedule to allow for visits to be scheduled in a timely manner.

Multi-disciplinary Evaluation: MDE

- Why is it important to document Informed Clinical Opinion?

- How well do you understand:
 - The 3 ways to be eligible for Early Intervention?
 - How to explain eligibility to a family?
 - The use of Informed Clinical Opinion?
 - How to document eligibility?

Individualized Family Service Plan: IFSP

- What does the IFSP process look like in your County?

- Do you feel prepared to facilitate the IFSP meeting, answer questions the family may have and offer individual resources?

At-risk Tracking

- Familiarize yourself with the ASQ:3 and ASQ:SE2. Ask your supervisor if you have any questions.
- What are the 6 at-risk categories that make a child eligible for tracking?
- What does County Follow-up look like in your county?

Service Delivery and Supports

- What is provider choice and how will you explain the Statewide Provider List to families?
- Ask a supervisor and other Service Coordinators what local resources you should know about.
- What will you do to learn more about the various community partners that serve and support families in your area?

- Why is it important to have information about the resources in the communities that you serve?

Transition

- When is it appropriate to create a transition plan for a child?
- How will you ensure that the transition plan is individualized, and the family is given the proper resources for transition?

Procedural Safeguards

- Practice explaining Procedural Safeguards so that you are prepared to talk with families.
 - ✓ This is how I would explain HIPPA
 - ✓ This is how I would explain FERPA
- What questions do you still have about Procedural Safeguards?

- Read through the announcements listed and circle anything you don't understand. Review with supervisor.

- How comfortable do you feel answering questions about:
 - Confidentiality?
 - Accessing child records?
 - Notice to parents?
 - Parent consent?
 - Surrogate parent?
 - Dispute

HCSIS-PELICAN-EI

- Log into the LMS and download and review some of the process guides.
- Observe a Service Coordinator entering a new child's information into PELICAN-EI. Enter information yourself in a new record with a supervisor or mentor present.
- What is your local policy about entering SC service notes in a timely manner?

Verification and Determination

- Talk with your supervisor for more details on your role or what is expected of you prior to, during or after the Verification process is completed in your local program. There may be times throughout the process where records for one or more of the children and families you support are reviewed. You may be observed or asked a few questions during a plan meeting or service delivery.

Funding

- What are some things you might want to highlight as you introduce the use of public insurance benefits (Medical Assistance/MA) to families for their EI services?

- Ask another Service Coordinator how they explain funding to families.

Appendix B

EITA Online Learning Portal

The EITA Portal hosts a multitude of EI and early childhood education resources for families and professionals who support young children. Within the EITA Portal, you will find specific topic of interest pages, which house links to national, state, and local resources around specific topics such as Autism or Coaching; the families page, which has forms and resources useful for families with children receiving EI Services; the Professional Development page, which includes credit-bearing and non-credit bearing online training; and interactive learning opportunities on a variety of categories. The EITA Portal can be accessed at <http://www.eita-pa.org>. The EITA Portal can be used for professional development for new and existing EI Leaders and the continued professional development of staff.

Access to EITA on-line courses and job aids can be found on the EITA Portal Professional Development (PD) page. Once on the PD page, you can use the search on the left-hand side of the page to search by topic, credit offered, audience or access. Once you have found the on-line course you are looking for, read through the description and registration information and click the Get Started button.

Many of the courses offer Infant Toddler training hours and have a self-enrollment option. This means you do not need to register in advance.

If you have never been to the EITA training site to take a course or a job aid, you will need to create an account.

Steps to Create an Account on the EITA Training Site

1. After selecting the Get Started button on the PD page
2. Scroll to the bottom of the page and select "Create New Account"
3. Fill out the New Account form with your details.
4. Select "Create my new account."
5. An email will be sent to the email address you provided.
6. Click on the web link in the email to confirm your account.
7. You may now log in with your new account and begin viewing the course or job aid.

If you do not receive an email as indicated in #5 above in a reasonable amount of time, please DO NOT try again. Email our help desk at eitahelpdesk@tiu11.org with your name and email address used for the account. The help desk will confirm your account

Once your account has been confirmed, please use the username and password to log into the site when taking a course or job aid.

IMPORTANT: If you have already created a username and password, DO NOT create another. If you have already created an account, but do not remember your username or password,

use the “Forgotten Username or Password” link on the left. If you are unable to reset your password, contact the Help Desk at eitahelpdesk@tiu11.org.

Many of the EITA on-line courses also offer Act 48 credit hours. However, to earn Act 48 credit, you must register in advance for the course. Pre-registration for a course is available by registering on the [PaTTAN online registration Training Calendar](#).

Steps for Pre-registration for an EITA on-line course

1. Choose the month you would like to take the course
2. Click on the course title listed on the 1st day of that month. Note: Course registration is only available during the month preceding the course opening date. You cannot pre-register for a course more than a month ahead of time. You need to register before the 25th day of the month to enroll for the following month. Each course is open for registration between the 1st and the 25th of each month to be enrolled for the following month.

Completing Courses through Pre-Registration:

For any course you have pre-registered for, you must complete the course with 30 days, this is the last day of the month for which you are registered for. If you do not complete the course within this timeline, you will be unenrolled in the course and any work you may have completed will not be saved. You will need to enroll in the course again for another month and complete the entire course.

Once you have completed a course, you are able to print an unofficial certificate of completion. Your official transcript in the PaTTAN training site will be available 30 days after the end of the month you completed the course.

To access your PaTTAN Transcript, please login to the PaTTAN training site. You will then see “My Events” on the left side of the page. If you click “Complete” and “View Log,” you will be able to see your full transcript.

Anything a user registers for solely on the EITA Training site is a job aid. Many of our job aids can be taken each fiscal year. You will see in Moodle that there are certificates listed for each year.

Course Certificates

If you register and complete a course, either through pre-registration or self-enrollment, you cannot take the course again to receive credit. Courses may only be taken ONCE for credit. A user cannot receive credit twice even if they take the course 5 years apart.

Job Aid Certificates

EITA offers a variety of short interactions, typically under 20 minutes, called job aids. These resources are designed to improve skill and knowledge on a specific topic. To view a job aid, you would follow the steps outlined above for access to the EITA training site. Certificates of completion are available for viewing a job aid.

Early Intervention Publications have been developed by BEISFS to be used by Infant/Toddler and Preschool EI programs. Some of these publications are available for download, while some are available to order.

How to Access

- 1) Go the [PaTTAN website](#)
- 2) In the top menu bar, select Publications
- 3) Using the Search Filter by Topic, select Early Intervention and hit the Go button
- 4) All Early Intervention publications will appear with brief descriptions.

Early Intervention Forms have been developed by BEISFS to be used by Infant/Toddler and Preschool EI programs, including both annotated and non-annotated versions. Forms are available as Word and/or PDF documents. Several forms have been translated into a variety of different languages.

How to Access

- 1) Go the [PaTTAN website](#)
- 2) In the top menu bar, select Special Education Forms
- 3) Using the Search, you can filter by Age Group, language, and annotation

OCDEL and BEISFS Policy Announcements can be found by visiting the [PDE Early Intervention website](#). Policy announcements are created to provide clarification and guidance to the federal or state regulations.

Portal to Practice

The EITA Portal to Practice is a monthly online publication that provides information on new and existing online learning, professional development opportunities, and resources relevant to Pennsylvania's EI and early childhood community. Leaders should encourage new and existing staff to join the mailing list. You can subscribe to the Portal to Practice through the home page of the [EITA Portal](#) or directly at <http://www.eita-pa.org/subscribe-to-portal-to-practice>.

EITA Mobile

EITA Mobile allows you to access information and resources while on the go. These resources are for parents and professionals working in the field. You can download EITA Mobile from the App Store or Google Play. [Watch this informational video on EITA Mobile to learn more.](#)

Infant/Toddler Early Intervention Provider Registry

The Infant/Toddler Early Intervention Provider Registry is a statewide database to track the qualifications, credentials, and training requirements of EI providers and Service Coordinators. You will need to set up an Early Intervention Specialist Account at [PD Registry](#). The Professionals Page of the EITA Portal contains several documents to assist you in setting up and maintaining an Account. The EI Provider Registry documentation follows EI providers and Service Coordinators if they move to a new employer.